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ABSTRACT

This book discusses the poor self-image of children with learning disabilities, reviews the history of identifying and serving children with learning disabilities, and addresses the need to serve children who are failing in school but do not qualify as having a learning disability. The book emphasizes the role and responsibility of the school for educating these "borderline" children. Chapters include: (1) "Children with Mysteriously Caused Poor Self Image: Learning Disabilities and Self Image"; (2) "How Learning Disabilities Impact on the Developing Self Image"; (3) "The Emotional Cost of a Learning Disability"; (4) "Purposeful Failure, A Reaction to Frequent, Unpredictable Failure"; (5) "Recognizing the Risk Avoidant Child"; (6) "Prosody: Being Able To Read the Tone of Voice and Body Language of Others--The Relation of Prosody to Self Image"; (7) "Management of Risk Avoidant Behavior at Home and in the Classroom"; (8) "Predicting the Depth of Self Image Problems"; and (9) "The Historical View of Learning Disabilities: Confusion over Definitions". A glossary of relevant terms is included. (CR)

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